

The School Plan for Student Achievement

School: Mint Canyon Community School
CDS Code: 19-65045
District: Sulphur Springs Union School District
Principal: Mr. Rick Drew
Revision Date: Fall 2020

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESSA) require each school to consolidate all school plans for programs funded through the ConApp and ESSA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on December 9, 2020.

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School Vision and Mission

Mint Canyon Community School's Vision and Mission Statements

Vision Statement

The Vision of Mint Canyon is to build a 21st Century educational community that inspires each student to reach his or her individual potential through higher-level thinking skills and innovative technologies.

Mission Statement

All who enter Mint Canyon value the diversity of each person; prepare for the future by utilizing technology to explore the world beyond the walls of the classroom through collaboration, creativity, critical thinking and communication; nurture and respect others; take pride in their work; embrace a restorative environment; and celebrate individual growth.

School Profile

Mint Canyon is a student-centered elementary school nestled in the foothills of Santa Clarita, California, about 40 miles northeast of Los Angeles. A visit to Mint Canyon Community School reveals a positive learning environment where high expectations, positive character, dedication to the highest quality education and a sense of community are evident. Our mascot is the intelligent and swift Roadrunner and is a perfect representation for us. The amazing staff provides outstanding educational instruction for our students. Mint Canyon Community School currently educates 437 students. We have 16 general education classrooms, three Special Day Classes and a Transitional Kindergarten. We host one of our District's three State Preschools. Typically, the State Preschool Program at Mint Canyon is offered at no cost to low income families and; recently, helped 20 children per year prepare for a successful educational career. Our Preschool staff collaborate with TK and Kindergarten teachers, special service providers and administrators to articulate instructional goals, assess and provide for special needs, develop transitional learning plans, develop and practice emergency procedures to ensure student safety, as well as parent involvement opportunities. Unfortunately, due to state budget cuts (June 2020) we needed to temporarily suspend hosting the State Preschool. We look forward to being able to continue our regular State Preschool opportunities in the future.

School pride is evident throughout the campus and a sense of family can be felt from the office, the play yard, and the classrooms. At monthly assemblies, students are recognized for their accomplishments and achievements. Students and staff are encouraged to wear "spirit wear" during those assemblies, so the sea of green and white on those Fridays evidences our school's spirit. Our mascot "Rocky the Roadrunner" always makes a celebrated appearance. All students are provided a challenging curriculum with well-defined state standards at each grade level. A wide range of teaching strategies provided by highly qualified personnel support student success. Our school-wide support staff includes a Speech and Language Specialist, Resource Teacher, School Psychologist, Adaptive PE teacher, and an Occupational Therapist.

In order to best meet the needs of our students, our teachers participate in staff development opportunities during Professional Development Tuesdays. In addition to the District- provided trainings, these early release Tuesdays are integral in providing Professional Development and allowing our teachers to work closely together in grade level Professional Learning Communities to determine best instructional practices. Using multiple measures, we monitor student progress and achievement in all curricular areas. Assessment results guide modifications in our instructional program and enable teachers to reflect on the effectiveness of instruction.

Each classroom is equipped with state of the art technology, including two Smartboards, teacher laptop, teacher iPad, sound system, document camera, and 3:1 ratio of iPads. We also have 3 classroom sets of Chromebooks on carts for classroom instructional use. Every student has supervised access to the Internet through weekly visits to the computer lab, as well as on classroom computers and iPads. Students receive hands on, enriching, standards based lessons in all classrooms, computer lab and a state of the art Science Lab. Both a Computer Lab Assistant and Science Lab Assistant assist teachers with activities and experiments and implementation of Next Generation Science Standards (NGSS).

An Award Winning School

Mint Canyon School has been recognized for excellence in education having received the California Title I Achieving School award twice and the California Distinguished School award three times, most recently in 2006. In addition, we were one of 215 schools

nationwide to be honored as a 2003 National Blue Ribbon School. As such, we are the first school in the Sulphur Springs School District to have received this highest honor that can be bestowed upon a school. In May 2019, we earned a new first time award of "Top Schools" in Los Angeles County. In May 2020, we earned the "Top Schools" award for our second time in two school years. We are proud!

Mint Canyon offers students a variety of activities and school volunteer opportunities all year round. Along with an active Student Council, we have leadership positions in the form of Student Council Officers, a grant funding a student Nutrition Advisory Committee (NAC) whose motto is "Student voices for healthy choices", a cadre of students interested in library science and serve as Library Technicians, culinary opportunities as student cafeteria helpers, morning Valet Chaperones to help our younger students be happy and safe, and students who are interested in horticulture, volunteer regularly to work in the school garden. For the 4th year in a row we have been awarded a Santa Clarita Valley Center For The Performing Arts grant so our 6th grade students participate in Hip Hop dance lessons culminating in a student performance.

Traditionally, Mint Canyon also houses the ASES (After School Education and Safety) Program, which provides academic support and enrichment until 6pm every school day in grades 3 and 4. Approximately 60 Mint Canyon students benefit from the program where they have opportunities for further enrichment, physical activity and academic support. Unfortunately, due to state budget cuts (June 2020) we needed to temporarily suspend hosting ASES. We look forward to being able to continue our regular ASES program in the future.

Mint Canyon Community School opened its doors in September 1964 with an already established PTA. During our 2017-18 school year the SCV Council PTA recognized us for 80 years as an organization. Mint is fortunate to have a dedicated PTA who work tirelessly to host many events. Our Mint traditions include the student Corn Shucking Contest & Family Dinner/Movie Night, Grandparents Bingo Night, Red Ribbon Week, Silent Auction, student Holiday Boutique, Scholastic Book Fairs, Chili Cook-off Contest and Spring Family Fun Event. Parents help support teachers and the school with fun fundraising efforts in support of bus fieldtrips and through the many school events they host. Mint Canyon Community School makes a concentrated effort to ensure that students, parents, and staff feel welcomed and at home with a sense of belonging. Community involvement is an important factor in Mint Canyon Community School's success.

Due to the Covid-19 pandemic, Mint Canyon Community School has been physically closed to students since mid-March 2020. We have developed reopening protocols and instructional plans to serve our students and families now and to be prepared to reopen as soon as possible.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. This year, due to school closures from Covid-19, survey information included feedback on distance learning, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding on ways to support families during this time of remote teaching.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms. During remote teaching, classroom observations include participation in teachers' scheduled live teaching sessions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESSA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESSA)

The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESSA)

The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESSA)

Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs. For the 2020-2021 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based on the school closures due to Covid-19. Before the 2020-2021 school year started, teachers participated in 32 hours of virtual professional development. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Assistant Principals for Instruction, and two Teachers on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being a critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

7. Teacher collaboration by grade level (kindergarten through grade eight [K-8]) and department (grades nine through twelve) (EPC)

During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2020-2021 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These virtual opportunities include virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESSA)

State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas. After the release of the report "Addressing Unfinished Learning After Covid-19" by the Council of Great City Schools (June 2020), the District's Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2020-2021 academic school year. Through a series of four workshop sessions, the team focused on three of the principles contained in the report: 1) Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled "2020-2021 Priority Instructional Content in English-Language Arts and Mathematics" to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school implements the minimum required instructional minutes as per SB 98, the State Bill that addresses modifications to instructional minutes as a result of shifts in learning models due to Covid-19 school closures. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students' instructional needs.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

11. Availability of standards-based instructional materials appropriate to all student groups (ESSA)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESSA)

Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

14. Research-based educational practices to raise student achievement

The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESSA)

The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The school Site Council establishes, plans, and review the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESSA)

Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to that support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

18. Fiscal support (EPC)

The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Some sites receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

Description of Barriers and Related School Goals

Due to the high percentage of working parents, our school site needs to address the low percentage of parent attendance at Parent Education Nights. Survey data shows parents have an interest in education and resources but are not always able to attend when opportunities are offered.

One of the growing populations of students at our site are English Learners. The staff is continually working to ensure that the EL students receive access to core instruction, and their parents are able to access resources to best support their children.

There is a need to train staff on assisting parents, and how to reach out and how to work with parents as partners in their education. We will work to ensure that teachers and families have knowledge and tools to help students. Communications to and from households and families can be challenging.

School and Student Performance Data

SBA Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	54	55	69	54	54	69	54	54	100	100	98.2
Grade 4	54	62	63	53	62	62	53	62	62	98.1	100	98.4
Grade 5	62	57	65	62	56	64	62	56	64	100	98.2	98.5
Grade 6	75	70	62	75	70	61	75	70	61	100	100	98.4
All Grades	260	243	245	259	242	241	259	242	241	99.6	99.6	98.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2432.5	2444.7	2406.7	28.99	35.19	20.37	21.74	14.81	24.07	17.39	29.63	18.52	31.88	20.37	37.04
Grade 4	2467.6	2513.1	2481.9	24.53	37.10	35.48	26.42	38.71	25.81	26.42	12.90	16.13	22.64	11.29	22.58
Grade 5	2505.9	2498.7	2544.0	24.19	12.50	39.06	30.65	41.07	31.25	19.35	25.00	12.50	25.81	21.43	17.19
Grade 6	2497.3	2533.4	2522.8	14.67	14.29	11.48	32.00	40.00	36.07	20.00	28.57	36.07	33.33	17.14	16.39
All Grades	N/A	N/A	N/A	22.78	24.38	26.97	27.80	34.30	29.46	20.46	23.97	20.75	28.96	17.36	22.82

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.54	35.19	18.52	34.78	40.74	46.30	37.68	24.07	35.19
Grade 4	26.42	38.71	29.03	45.28	45.16	46.77	28.30	16.13	24.19
Grade 5	24.19	16.07	40.63	46.77	58.93	40.63	29.03	25.00	18.75
Grade 6	14.67	24.29	16.39	50.67	48.57	54.10	34.67	27.14	29.51
All Grades	22.78	28.51	26.56	44.40	48.35	46.89	32.82	23.14	26.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.09	29.63	20.37	44.93	48.15	46.30	28.99	22.22	33.33
Grade 4	28.30	41.94	29.03	49.06	46.77	50.00	22.64	11.29	20.97
Grade 5	35.48	30.36	37.50	43.55	50.00	45.31	20.97	19.64	17.19
Grade 6	22.67	24.29	16.39	48.00	50.00	65.57	29.33	25.71	18.03
All Grades	27.80	31.40	26.14	46.33	48.76	51.87	25.87	19.83	21.99

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	26.09	20.37	22.22	56.52	62.96	57.41	17.39	16.67	20.37
Grade 4	11.32	19.35	27.42	64.15	74.19	58.06	24.53	6.45	14.52
Grade 5	24.19	10.71	32.81	56.45	75.00	56.25	19.35	14.29	10.94
Grade 6	13.33	20.00	16.39	61.33	65.71	65.57	25.33	14.29	18.03
All Grades	18.92	17.77	24.90	59.46	69.42	59.34	21.62	12.81	15.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	42.59	18.52	50.72	35.19	44.44	15.94	22.22	37.04
Grade 4	20.75	38.71	32.26	54.72	50.00	41.94	24.53	11.29	25.81
Grade 5	20.97	19.64	48.44	54.84	62.50	35.94	24.19	17.86	15.63
Grade 6	17.33	31.43	18.03	46.67	55.71	63.93	36.00	12.86	18.03
All Grades	23.17	33.06	29.88	51.35	51.24	46.47	25.48	15.70	23.65

Conclusions based on this data:

1. By ELA Claim, we performed better on Listening with the lowest percentage of "Below Standard"
2. By ELA Claim, we performed weakest on Reading with the most percentage of "Below Standard"
3. Listening claim has the fewest percent of students performing "Above Standard"

School and Student Performance Data

SBA Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	69	54	55	69	54	55	69	54	55	100	100	100
Grade 4	54	62	63	53	62	61	53	62	61	98.1	100	96.8
Grade 5	62	57	65	62	57	65	62	57	65	100	100	100
Grade 6	75	70	62	75	70	62	75	70	62	100	100	100
All Grades	260	243	245	259	243	243	259	243	243	99.6	100	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2423.5	2447.6	2427.7	17.39	22.22	14.55	24.64	37.04	38.18	24.64	22.22	21.82	33.33	18.52	25.45
Grade 4	2466.2	2499.3	2485.5	15.09	27.42	21.31	39.62	27.42	34.43	24.53	37.10	26.23	20.75	8.06	18.03
Grade 5	2505.8	2483.6	2517.8	19.35	10.53	27.69	16.13	19.30	20.00	37.10	36.84	20.00	27.42	33.33	32.31
Grade 6	2502.5	2533.0	2507.4	16.00	20.00	17.74	21.33	24.29	22.58	24.00	30.00	22.58	38.67	25.71	37.10
All Grades	N/A	N/A	N/A	16.99	20.16	20.58	24.71	26.75	28.40	27.41	31.69	22.63	30.89	21.40	28.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.19	38.89	36.36	30.43	37.04	34.55	46.38	24.07	29.09
Grade 4	32.08	38.71	39.34	30.19	37.10	31.15	37.74	24.19	29.51
Grade 5	29.03	15.79	35.38	32.26	38.60	26.15	38.71	45.61	38.46
Grade 6	28.00	32.86	24.19	26.67	35.71	25.81	45.33	31.43	50.00
All Grades	27.80	31.69	33.74	29.73	37.04	29.22	42.47	31.28	37.04

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.54	31.48	25.45	36.23	44.44	43.64	36.23	24.07	30.91
Grade 4	20.75	30.65	31.15	49.06	41.94	40.98	30.19	27.42	27.87
Grade 5	20.97	10.53	26.15	40.32	52.63	41.54	38.71	36.84	32.31
Grade 6	20.00	25.71	20.97	40.00	42.86	37.10	40.00	31.43	41.94
All Grades	22.39	24.69	25.93	40.93	45.27	40.74	36.68	30.04	33.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.43	35.19	20.00	46.38	50.00	56.36	23.19	14.81	23.64
Grade 4	26.42	29.03	26.23	41.51	59.68	52.46	32.08	11.29	21.31
Grade 5	17.74	12.28	23.08	51.61	57.89	50.77	30.65	29.82	26.15
Grade 6	16.00	22.86	25.81	49.33	42.86	37.10	34.67	34.29	37.10
All Grades	22.39	24.69	23.87	47.49	52.26	48.97	30.12	23.05	27.16

Conclusions based on this data:

1. *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year. By Math Claim, we performed better on Communicating Reasoning with our lowest percentage of "Below Standard" (30.12%) and weakest on Concepts & Procedures with our highest percentage of "Below Standard"
2. In all grade levels we showed an increase of students in "Above Standard" for all claims
3. The Problem Solving claim has the largest percent of students performing "At or Near Standard"

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1438.6	1445.0	1448.1	1447.0	1416.3	1439.9	34	21
Grade 1	1471.8	1460.8	1483.8	1481.7	1459.1	1439.3	30	23
Grade 2	1477.6	1485.5	1474.0	1509.7	1480.7	1460.8	26	32
Grade 3	1498.3	1480.6	1483.1	1472.3	1512.8	1488.4	16	19
Grade 4	1513.6	1513.4	1495.7	1501.3	1531.0	1524.8	14	17
Grade 5	1523.4	1486.7	1503.0	1471.8	1543.2	1501.4	14	11
Grade 6	1522.4	1492.5	1508.3	1463.4	1536.0	1521.1	18	11
All Grades							152	134

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.12	42.86	*	23.81	*	23.81	*	9.52	34	21
1	50.00	13.04	*	39.13	*	34.78	*	13.04	30	23
2	*	21.88	46.15	37.50	*	25.00	*	15.63	26	32
3	*	10.53	*	36.84	*	31.58	*	21.05	16	19
4	*	11.76	*	58.82	*	23.53	*	5.88	14	17
5	*	0.00	*	45.45	*	27.27		27.27	14	11
6	*	9.09	*	18.18	*	45.45	*	27.27	18	11
All Grades	35.53	17.91	38.82	37.31	16.45	29.10	9.21	15.67	152	134

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.06	42.86	32.35	28.57	*	19.05	*	9.52	34	21
1	60.00	34.78	*	47.83	*	17.39	*	0.00	30	23
2	*	46.88	46.15	34.38		12.50	*	6.25	26	32
3	*	26.32	*	36.84	*	21.05	*	15.79	16	19
4	*	23.53	*	64.71	*	5.88	*	5.88	14	17
5	*	18.18	*	45.45		0.00		36.36	14	11
6	*	9.09	*	36.36	*	36.36	*	18.18	18	11
All Grades	43.42	32.84	36.84	41.04	11.18	15.67	8.55	10.45	152	134

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.29	23.81	*	42.86	32.35	19.05	*	14.29	34	21
1	*	0.00	*	34.78	*	39.13	*	26.09	30	23
2	*	6.25	46.15	28.13	*	31.25	*	34.38	26	32
3	*	5.26	*	26.32	*	36.84	*	31.58	16	19
4	*	5.88	*	47.06	*	29.41		17.65	14	17
5	*	0.00	*	18.18	*	45.45	*	36.36	14	11
6	*	9.09	*	9.09	*	54.55	*	27.27	18	11
All Grades	26.32	7.46	32.24	31.34	28.95	34.33	12.50	26.87	152	134

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	73.53	42.86	*	52.38	*	4.76	34	21	
1	76.67	60.87	*	39.13	*	0.00	30	23	
2	50.00	56.25	*	37.50	*	6.25	26	32	
3	*	5.26	*	63.16	*	31.58	16	19	
4	*	29.41	*	70.59	*	0.00	14	17	
5	*	0.00	78.57	72.73		27.27	14	11	
6	*	0.00	61.11	72.73	*	27.27	18	11	
All Grades	51.32	35.07	40.79	53.73	7.89	11.19	152	134	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.24	38.10	52.94	47.62	*	14.29	34	21
1	53.33	13.04	36.67	82.61	*	4.35	30	23
2	42.31	34.38	42.31	59.38	*	6.25	26	32
3	*	47.37	*	42.11	*	10.53	16	19
4	*	41.18	*	52.94	*	5.88	14	17
5	*	36.36	*	27.27		36.36	14	11
6	*	9.09	*	63.64	*	27.27	18	11
All Grades	49.34	32.09	39.47	55.97	11.18	11.94	152	134

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	9.52	61.76	80.95	*	9.52	34	21
1	43.33	13.04	*	56.52	*	30.43	30	23
2	*	3.13	53.85	56.25	*	40.63	26	32
3		5.26	*	52.63	*	42.11	16	19
4	*	5.88	78.57	64.71	*	29.41	14	17
5	*	0.00	*	63.64	*	36.36	14	11
6	*	9.09	*	54.55	*	36.36	18	11
All Grades	26.97	6.72	53.95	61.19	19.08	32.09	152	134

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	38.24	61.90	41.18	23.81	*	14.29	34	21
1	*	13.04	53.33	65.22	*	21.74	30	23
2	*	9.38	69.23	56.25	*	34.38	26	32
3	*	15.79	*	63.16	*	21.05	16	19
4	*	47.06	*	35.29		17.65	14	17
5	*	9.09	*	63.64		27.27	14	11
6	*	27.27	88.89	45.45		27.27	18	11
All Grades	34.87	25.37	55.26	50.75	9.87	23.88	152	134

Conclusions based on this data:

- *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

School and Student Performance Data

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.6	17.7	22.6
7			
9			

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
417	82.5	35.5	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	148	35.5
Foster Youth	2	0.5
Homeless	6	1.4
Socioeconomically Disadvantaged	344	82.5
Students with Disabilities	81	19.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.8
Asian	3	0.7
Filipino	6	1.4
Hispanic	332	79.6
Two or More Races	14	3.4
Pacific Islander	1	0.2
White	45	10.8





Conclusions based on this data:

- *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="224 430 441 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="704 430 915 457">Chronic Absenteeism</p>  <p data-bbox="774 506 852 533">Yellow</p>	<p data-bbox="1203 430 1373 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p>
<p data-bbox="266 630 399 657">Mathematics</p>  <p data-bbox="293 705 371 732">Yellow</p>		

Conclusions based on this data:

1. *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>6.8 points above standard</p> <p>Declined -7.1 points</p> <p>231</p>	<p>English Learners</p> <p>Orange</p> <p>9.9 points below standard</p> <p>Declined -13.1 points</p> <p>100</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>6 points above standard</p> <p>Declined Significantly -21.8 points</p> <p>20</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>1.5 points below standard</p> <p>Declined -10.2 points</p> <p>192</p>	<p>Students with Disabilities</p> <p>Red</p> <p>83.7 points below standard</p> <p>Declined Significantly -24 points</p> <p>54</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 1.6 points below standard 11	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.5 points below standard Declined -8.7 points 185	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 0 Students	 No Performance Color 31.9 points above standard Increased ++9.3 points 20

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
75.7 points below standard Declined Significantly -24.7 points 48	50.9 points above standard Declined -8.5 points 52	11.3 points above standard Declined -8.9 points 117

Conclusions based on this data:

- *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>12.7 points below standard</p> <p>Declined -4.4 points</p> <p>230</p>	<p>English Learners</p> <p>Orange</p> <p>31.6 points below standard</p> <p>Declined -6.9 points</p> <p>100</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>24.4 points below standard</p> <p>Declined Significantly -23 points</p> <p>20</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>22.2 points below standard</p> <p>Declined -9.5 points</p> <p>191</p>	<p>Students with Disabilities</p> <p>Red</p> <p>97.9 points below standard</p> <p>Declined -9.2 points</p> <p>54</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 12.3 points below standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 21.1 points below standard Declined -6 points 184	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 1.1 points above standard Maintained ++0.9 points 20

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
80.3 points below standard Declined -8 points 48	13.3 points above standard Declined -11.2 points 52	7.9 points below standard Declined -14 points 116

Conclusions based on this data:

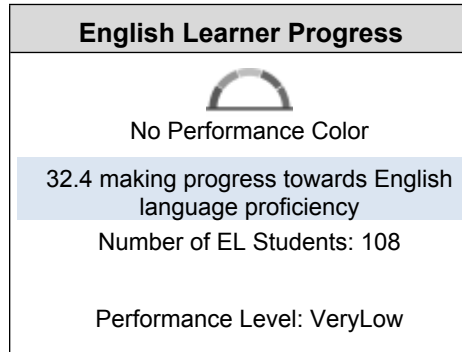
1. *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31.4	36.1	4.6	27.7

Conclusions based on this data:

- *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

School and Student Performance Data

Academic Performance College/Career

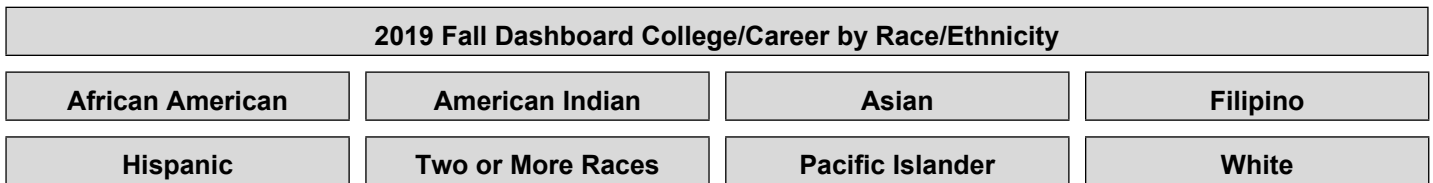
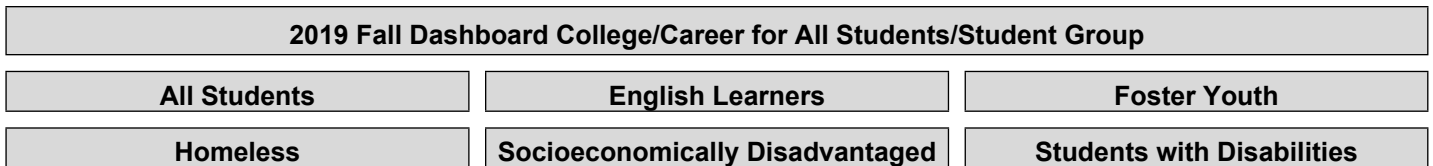
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

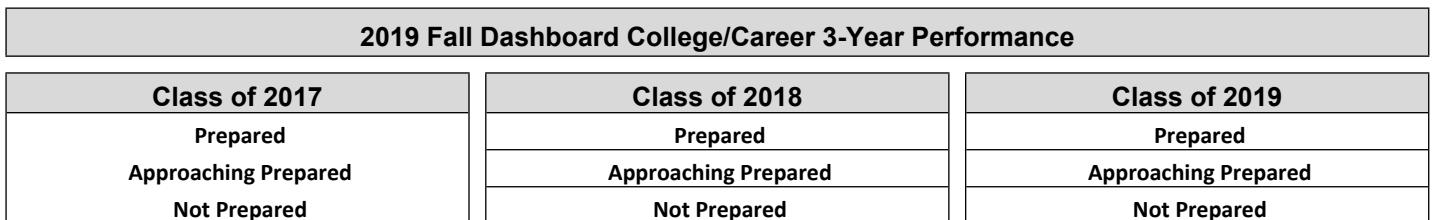
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Yellow</p> <p>12.5</p> <p>Declined -0.5</p> <p>439</p>	<p>Red</p> <p>13.9</p> <p>Increased Significantly +3.8</p> <p>158</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Yellow</p> <p>12.9</p> <p>Declined -3.8</p> <p>31</p>	<p>Yellow</p> <p>12.4</p> <p>Declined -0.6</p> <p>362</p>	<p>Orange</p> <p>19.6</p> <p>Increased +5.2</p> <p>102</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 9.5 Increased +0.8 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.1 Declined -0.7 347	 No Performance Color 20 Declined -1.4 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 17.4 Increased +2.8 46

Conclusions based on this data:

- *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

School and Student Performance Data

Academic Engagement Graduation Rate

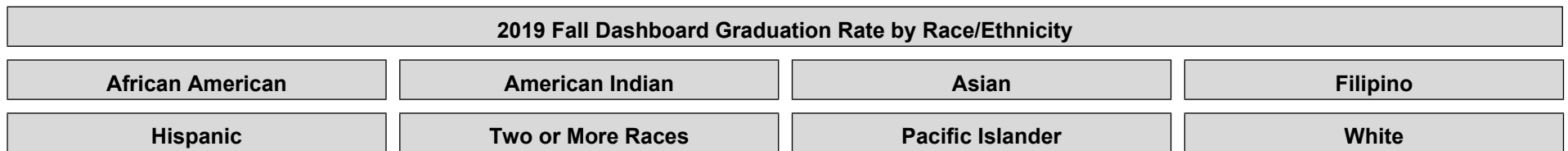
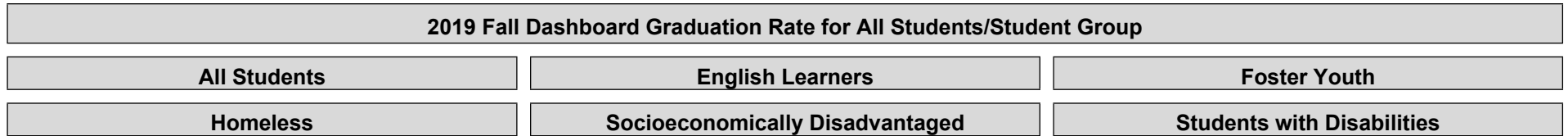
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

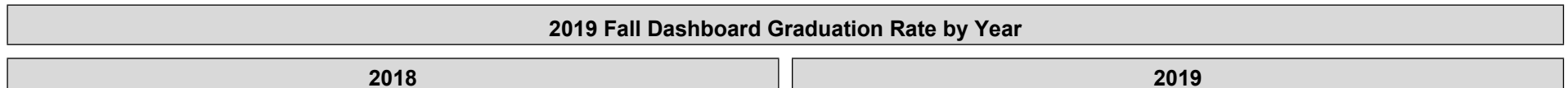
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



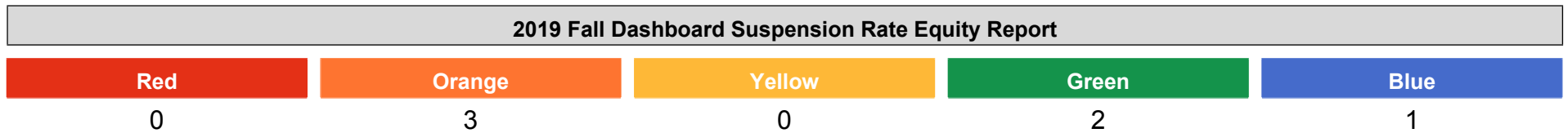
Green



Blue

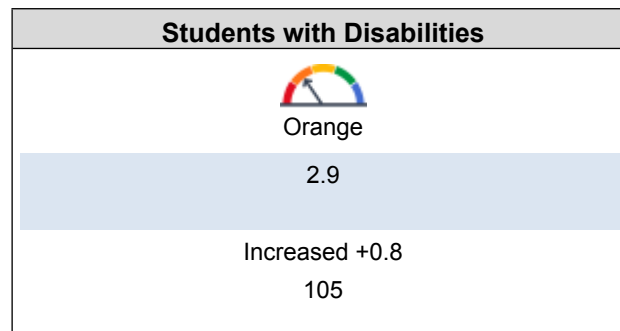
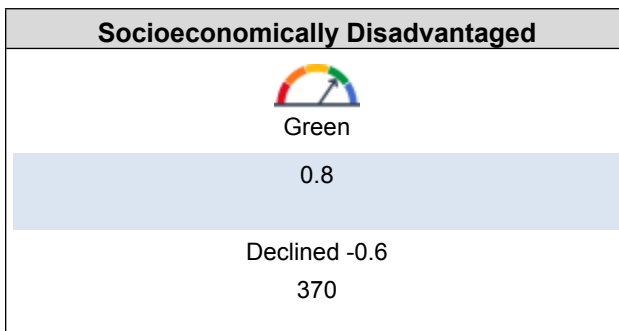
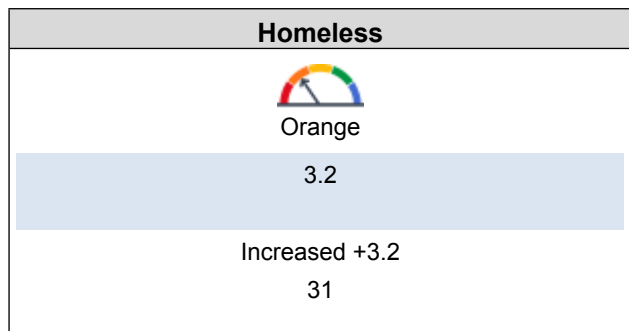
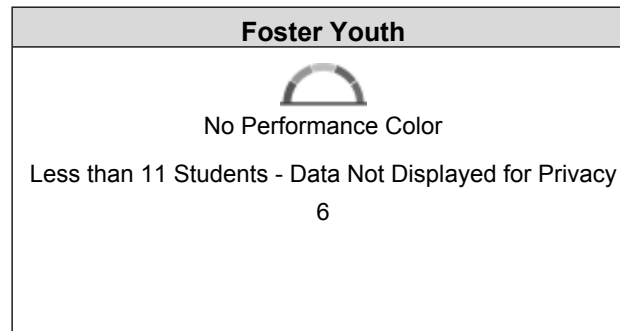
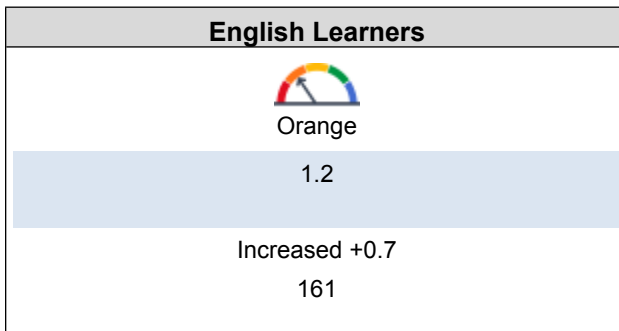
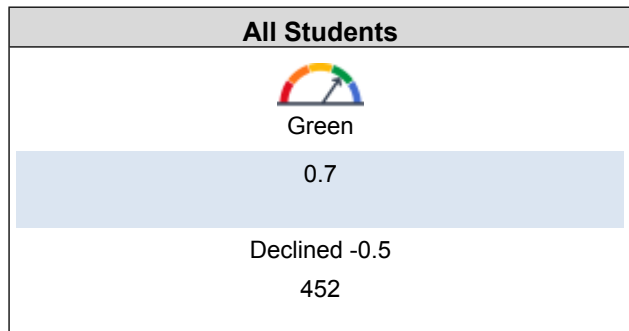
Highest Performance

This section provides number of student groups in each color.










This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p> <p align="center"> No Performance Color</p> <p align="center">0</p> <p align="center">Declined -3.7 23</p>	<p align="center">American Indian</p>	<p align="center">Asian</p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not 4</p>	<p align="center">Filipino</p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not 6</p>
<p align="center">Hispanic</p> <p align="center"> Green</p> <p align="center">0.8</p> <p align="center">Declined -0.5 356</p>	<p align="center">Two or More Races</p> <p align="center"> No Performance Color</p> <p align="center">0</p> <p align="center">Maintained 0 16</p>	<p align="center">Pacific Islander</p> <p align="center"> No Performance Color</p> <p align="center">Less than 11 Students - Data Not 1</p>	<p align="center">White</p> <p align="center"> Blue</p> <p align="center">0</p> <p align="center">Maintained 0 46</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	0.7

Conclusions based on this data:

- *NOTE: In April and May 2020, State Testing was not provided by the state. All data is carried over from the previous year.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Effective teaching and administration
LEA GOAL:
Effective teaching and administration
LCAP GOAL:
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
SCHOOL GOAL #1:
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
Data Used to Form this Goal:
The survey of staff, parents, and students, occurs every spring across the district. The surveys provide information on instruction, safety, communication, and programs. The site utilizes the survey to monitor programs, make needed changes, and/or continue systems that are successfully implemented. Additionally, we utilize: attendance data, staff meetings, SSC, ELAC, PTA Meetings, leadership meetings, classified staff meetings: sign-in sheets, agendas and minutes; attendance for counseling sessions, data from safety walks, monthly safety drills, and LCAP survey results, as well as the Williams Compliance Quarterly Report.
Findings from the Analysis of this Data:
We need to continue to focus on utilizing standards-aligned instructional materials, and keep our school safe. Our overall attendance rate: 95.4%; students who participated in counseling: 42; monthly safety drills were conducted; EL parents who attended ELAC: 9%; Williams Compliant quarterly report: "0" findings.
How the School will Evaluate the Progress of this Goal:
We will develop and administer a parent survey in the spring to determine how we are meeting the goal of utilizing standards-aligned instructional materials in safe school facilities. We will monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, and parent surveys

Strategy:

1. Recruit and retain highly qualified staff.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Work with District Office personnel to recruit and retain highly qualified staff using the District's evaluation procedures	August 2020 - June 2021	Principal Teachers	No cost			0

Strategy:

2. Provide dedicated staff professional development time (three full days), PDD#1, PDD #2, & PDD#3 to disseminate district initiatives that support targeted subgroups. Two full days and four minimum days for parent engagement, one day and five minimum days for teacher planning time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. All teachers will participate in the three days of District Professional Development provided during the school year.	August 2020 - June 2021	Principal Teachers	No cost-District paid			0

Strategy:

3. Provide instructional textbook materials for preschool - 6th grade that are standards aligned in all subject areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Teachers will use district adopted textbook materials	August 2020 - June 2021	Principal Teachers	No cost - PDTs			0

Strategy:

4. Provide instructional materials to support the educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase instructional materials and supplies as needed for supporting universal access for all students to core instruction.	August 2020 - June 2021	Principal Teachers Office Manager Instructional Leadership Team	Instructional Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base	8437.90
			Supplemental Instructional Materials	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	8391.39
			Title I Supplemental Materials	4000-4999: Books And Supplies	Title I	1470.08
b. Teachers will purchase classroom materials and supplies with allocated Overage or Combo Class stipends per the SSDTA contract.	August 2020- June 2021	Principal Teachers	Overage and/ or Combo stipends supplies - District Paid	4000-4999: Books And Supplies		0
c. Special Education Teachers will purchase classroom materials and supplies with allocated Special Education Site Fund Allocations per the SSDTA Contract.	August 2020 - June 2021	Principal Teachers	Special Ed Allocation-District Paid	4000-4999: Books And Supplies		0
d. Purchase Office Supplies/ Postage	August 2020 - June 2021	Principal Office Manager	Purchase non-instructional Office Supplies	4000-4999: Books And Supplies	LCFF-Base	600.00
			Purchase	4000-4999: Books And Supplies	LCFF-Base	200.00

Strategy:

5. Implement district maintenance plan to repair and maintain facilities and play areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Utilize Maintenance Direct software to input and monitor district and site work orders.	August 2020 - June 2021	Principal Office Manager Custodian M&O Department	No Cost - District Paid			0

b. Purchase custodial supplies	August 2020 - June 2021	Principal Office Manager Custodian M&O Department	Custodial Supplies & Equipment	4000-4999: Books And Supplies	LCFF-Base	7302.47
c. Purchase safety cones and signs for the bus loop and valet lane.	August 2020 - June 2021	Principal Office Manager Custodian M&O Department	Safety cones and signs for Valet Lane	4000-4999: Books And Supplies	LCFF-Base	100
d. Maintain facilities and supplies in office for safety reasons.	August 2020 - June 2021	Principal Office Manager Custodian M & O Department	Office Materials & Supplies	4000-4999: Books And Supplies	LCFF-Base	2000
e. Purchase "Touchless" Thermometers	August 2020 - June 2021	Principal Office Manager District Nurse	Office Materials	4000-4999: Books And Supplies	LCFF-Base	1083.16
f. Purchase "Sit Spots" to maintain Social Distancing	August 2020 - June 2021	Principal Office Manager Primary Teachers (TK & K & 1st Gr)	Sit Spots	4000-4999: Books And Supplies	LCFF-Base	500.00

Strategy:

6. Maintain yard supervision at all sites and provide yard supervisor training and review safety handbook.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide noon supervisor schedule	August 2020 - June 2021	Principal	No cost			0
b. Provide additional noon and student supervision coverage as needed for safety (salary for morning, and outside dining at lunch)	August 2020 - June 2021	Principal	Site paid noon sup for safety @ lunch Hourly	2000-2999: Classified Personnel Salaries	LCFF-Base	1846.71
			Benefits	3000-3999: Employee Benefits	LCFF-Base	158.82

c. Provide extra hourly pay to noon supervisors as needed for safety (Inclement weather, parent events, incentives/rewards, etc)	August 2020 - June 2021	Principal	Site paid extra hourly for weather & events Hourly Benefits	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base LCFF-Base	5777.00 690.40
d. Provide specific Noon Supervisor training/meetings/ Utilize after dismissal on MINIMUM Days when Noon Supervisors are still on the clock but no students present to supervise.	August 2020 - June 2021	Principal Teachers	Noon Sup PD/Meetings Hourly Benefits	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Base LCFF-Base	0 0

Strategy:

7. Conduct annual safety drills at all school sites and District Office.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Conduct monthly drills, including earthquake, 3-in-1 and Lockdown drills.	August 2020 - June 2021	Principal Teachers Custodian Office Staff	No cost			0

Strategy:

8. Continue to provide annual training to District and school site staff on AB 490 regulations to support Foster Youth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Continue to provide annual mandatory training to school staff (sexual harassment, Mandated Reporter, Foster Youth, etc.) ALL CLASSIFIED STAFF Training /PD (and Character Counts) extra hourly	August 2020 - June 2021	Principal Teachers Classified Staff	No cost		District Funded	0

Strategy:

9. Regularly monitor attendance of all students, especially unduplicated student population, and provide site based and District wide incentives like banners, certificates and special assemblies to increase attendance and support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. The District and site will adopt October as perfect attendance month, and district-wide, recognize students with perfect attendance.	August 2020 - June 2021	Principal District Personnel	No cost			0
b. Site will implement monthly attendance incentive/recognition program throughout the school year. (Wrist bands, slushies and EOY Medals)	August 2020 - June 2021	Principal Teachers	*Attendance Incentives & prizes/slushies (can adjust \$ as needed)	4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	900
c. Organize and facilitate SART meetings to review attendance, and help families with, excessive tardies and absences. Use A2A to generate letters for parents.	August 2020 - June 2021	Principal Teachers	No Cost			0

Strategy:

10. Support the District to provide transportation to and from school for unduplicated student population living outside allowable zone to walk to school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Support the safe transportation of unduplicated students with before school and after school with supplemental adult supervision specifically in the school bus loop.	August 2020 - June 2021	Principal Teachers	District Paid - no cost			0

Strategy:

11. Support the District to hire custodial supervisor and two four-hour custodians to support with maintenance of facilities.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Support custodial staff maintaining school facilities.	August 2020 - June 2021	Principal Teachers	No cost			0

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student achievement
LEA GOAL:
Proficiency in reading/language arts, Proficiency in math and Proficiency for high priority students
LCAP GOAL:
Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

SCHOOL GOAL #2:

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichment in place to foster student success.

In the area of English Language Arts:

By the end of the 2020-2021 school year, 100% of students will show personal growth in ELA as measured in each grade level.

Transitional Kindergarten: 90% of the transitional kindergarten students will be able to know and apply grade-level phonics in isolation as measured by grade level benchmarks.

Kindergarten: 90% of Kindergarten students will be able to know and apply grade-level phonics and word analysis skills in decoding words in both isolation and in text as measured by grade level benchmarks.

1st: 100% of 1st grade students will show an average growth of 1 grade level or more on STAR reading. On District ELA Benchmarks, 80% of 1st grade students will meet or exceed a proficient level (80%).

2nd: 100% of 2nd grade students will show an average growth of 1 grade level or more on STAR reading. On District ELA Benchmarks, 80% of 2nd grade students will meet or exceed a proficient level (80%).

3rd: 100% of 3rd grade students will show an average growth of 1 grade level or more on STAR reading, and 75% of 3rd grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

4th: 100% of 4th grade students will show personal growth by an increase in their individual ELA SBA scale scores from the previous year, and 75% of 4th grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

5th: 100% of 5th grade students will show personal growth by an increase in their individual ELA SBA scale scores from the previous year, and 75% of 5th grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

6th: 100% of 6th grade students will show personal growth by an increase in their individual ELA SBA scale scores from the previous year, and 75% of 6th grade students will meet or exceed grade level standards as measured by the Smarter Balanced ELA Assessment.

In the area of Mathematics:

By the end of the 2020-2021 school year, 100% of students will show personal growth in Mathematics as measured in each grade level.

Transitional Kindergarten: 90% of the transitional kindergarten students will be able to know and apply grade-level number sense skills in isolation as measured by grade level benchmarks.

Kindergarten: 90% of Kindergarten students will be able to know and apply grade-level mathematics in Counting & Cardinality and Operations & Algebraic Thinking in practice and real world application, as measured by portfolio testing and anecdotal records.

1st: 100% of 1st grade students will show an average growth of 1 grade level or more Imagine Learning Math, and 80% of 1st grade students will be able to know and apply grade-level mathematics as measured by district assessments.

2nd: 100% of 2nd grade students will show an average growth of 1 grade level or more on Imagine Learning Math, and 80% of 2nd students will meet or exceed a proficient level (80%) in math based on district benchmarks.

3rd: 100% of 3rd grade students will show an average growth of 1 grade level Imagine Learning Math, and 65% of 3rd grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

4th: 100% of 4th grade students will show personal growth by an increase in their individual Math SBA scale scores from the previous year, and 65% of 4th grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

5th: 100% of 5th grade students will show personal growth by an increase in their individual Math SBA scale scores from the previous year, and 65% of 5th grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

6th: 100% of 6th grade students will show personal growth by an increase in their individual Math SBA scale scores from the previous year, and 65% of 6th grade students will meet or exceed grade level standards as measured by the Smarter Balanced Math Assessment.

Data Used to Form this Goal:

Math District Benchmark Assessment (TK-6), Foundational skills assessment (TK-2), Beginning of year math assessment, ELPAC (TK-6), 3rd-6th Smarter Balanced, Assessment (SBA) Scores, Benchmark Advanced assessments (TK-6), AR Reading Reports (K-6) , STAR Reading Assessment Results, ELD Matrix

Findings from the Analysis of this Data:

In the area of English Language Arts, SBA Scores from 2017-2018 indicate students in grades 3 - 6 have at least 59% meeting or exceeding standards. In the area of Mathematics, SBA Scores from 2018-2019 indicate students in grades 3 - 6 have at least 47% meeting or exceeding standards. Scores from TK - 2 indicate that at least 54% are meeting or exceeding grade level expectations. No CAASPP results for 2019-20 due to school closures and no state testing due to COVID-19 pandemic.

How the School will Evaluate the Progress of this Goal:

Monitor CAASPP Results, STAR Reading Assessments, TK Portfolio Data, District Benchmarks, Formative assessments, Publisher Tests, ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans, Data from Imagine Learning. No CAASPP results for 2019-20 due to school closures and no state testing due to COVID-19 pandemic.

Strategy:

1. Provide staff professional development, conferences, and workshops to support the educational program in all content areas, i.e. ELA, ELD, Math, Science etc..

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

a. Provide professional development on research-based programs such as CHARACTER COUNTS, ELD, Math and Science.	August 2020 - June 2021	Principal Teachers Instructional Leadership Team Tech TOSA Title I TOSA	PDT time				0
b. Send 5 teachers to Teacher Workshop- 3 days. Certificated Substitutes: \$145.52 X 15 (e.g. So. Cal. Kindergarten Conference/ If offered during Covid-19 pandemic	August 2020 - June 2021	Principal Teachers Instructional Leadership Team TK & K Team	Conference Workshop for 3 day/5 teachers	5000-5999: Services And Other Operating Expenditures	Title I		3000
			Certificated Subs 3 days/5 teachers	1000-1999: Certificated Personnel Salaries	Title I		2000
			Benefits	3000-3999: Employee Benefits	Title I		425.40

Strategy:

2. Support the District to make the third payment for California State ELA/ELD Standards based Textbooks..

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Continue to implement Benchmark Advance with the intended design.	August 2020 - June 2021	Principal Teachers	No cost			0

Strategy:

3. Purchase California State supplementary and/or digital standards-based materials (i.e. Renaissance Products, Imagine Learning, Brain Pop, etc.) to assist with intervention for students at risk and support and enrichment programs, especially for Low Income, Foster Youth, and English Learners, and provide professional development for these curricular programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Implement Pathblazer as an Intervention Tool K-6.	August 2020 - June 2021	Principal Teachers Leadership Team	No cost- District paid			0

b. Intervention Materials - SIPPS (about \$600 per kit)/ Low Performing Block Grant	August 2020 - June 2021	Principal Teachers	Intervention Materials - SIPPS	4000-4999: Books And Supplies	Misc. Grants	4851.00
			Intervention Materials - SIPPS	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	5000.00
c. Purchase software licenses (BrainPop, SeeSaw, etc.)	August 2020 - June 2021	Principal Teachers	BrainPop \$2000 Seesaw \$300	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2300.00
d. Computer related expenses. Purchase "Hotspots." Purchase materials for Intervention such as gaming headphones, iPad covers, keyboards and mice to implement online programs and applications.	August 2020 - June 2021	Principal Teachers	Hotspots/ Intervention Materials & small hardware	4000-4999: Books And Supplies	Title I	3957.00
			Headphones w/ Mics	4000-4999: Books And Supplies	Title I	15050.00
e. Purchase Library Books to assist and support academic success of all students. *NOTE: Library closed during Covid-19 pandemic.	August 2020 - June 2021	Principal Teachers	Library Books	4000-4999: Books And Supplies	LCFF-Base	0
			Library Books	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	0
			Library Books	4000-4999: Books And Supplies	Title I	0
f. Provide Field Trips for supplementary experiences to support students at risk and to provide enrichment for all students. *NOTE: No Bus Fieldtrips during Covid-19 pandemic.	August 2020 - June 2021	Principal Teachers PTA	Field Trip Transportation	5000-5999: Services And Other Operating Expenditures	PTA	0
			Field Trip costs (Parking, admission, etc.)	5000-5999: Services And Other Operating Expenditures	Title I	0
			Field Trip costs (Parking, admission, etc.)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	0
g. Chromebook Cart & Chromebooks - class set	August 2020 - June 2021	Principal Teachers	Chromebook Cart/ Chromebooks	4000-4999: Books And Supplies	Title I	15957.00
ih Software - Intervention Program - "Nearpod"	August 2020 - June 2021	Principal Instructional Leadership Team Teachers	Intervention Software Program - "Nearpod"	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2500.00

Strategy:

4. Provide planning time for teachers to collaborate on supporting unduplicated students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Teachers will be scheduled to meet regularly during PDTs to collaborate on lesson plans and instructional units to SUPPORT STUDENTS .	August 2020 - June 2021	Principal Teachers TOSA	No Cost			0
b. Teachers will meet out side of the school day to SUPPORT UNDUPLICATED STUDENT by refining lesson plans, improve instructional units create or refine assessments, analyze assessment data.	August 2020 - June 2021	Principal Teachers	21 Teachers at 6 hours each Teacher Hourly Pay	1000-1999: Certificated Personnel Salaries	Title I	0
				3000-3999: Employee Benefits	Title I	0
c. Provide monthly Instructional Leadership Team meetings to collaborate to support all students.	August 2020 - June 2021	Principal Instructional Leadership Team	Extra Hours (9 mos./ 10 tchrs/ 1 hour	1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Conce ntration	2629.44
				3000-3999: Employee Benefits	LCFF- Supplemental/Conce ntration	250.06
d. Teachers will have PD in how to systematically provide targeted enrichment daily throughout lessons by integrating the Depth and Complexity Framework	August 2020 - June 2021	Principal Teachers	No cost- PDTs			0
e. Provide teachers with opportunities to collaborate on professional responsibilities by providing input on the school's plan, participating in SSC, Instructional Leadership, MC PTA, etc...	August 2020 - June 2021	Principal Teachers SSC Instructional Leadership Team ELAC MC PTA	Subs for teachers Leadership & SSC	1000-1999: Certificated Personnel Salaries	LCFF-Base	1250
				3000-3999: Employee Benefits	LCFF-Base	0

Strategy:

5. Continue to support teachers and administrators with professional development with monitoring student data to assist with providing intervention as needed

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide PD and support for teachers in analyzing student data to monitor and provide intervention as needed.	August 2020 - June 2021	Principal Teachers	No cost / PD Tues.			0
b. Provide PD time for teachers to monitor student data from a variety of assessments such as District Benchmarks in ELA and Math, Renaissance Reading, and Math Benchmarks.	August 2020 - June 2021	Principal Teachers	No cost / PD Tues.			0

Strategy:

6. Increase the number of students, especially English Learners, Foster Youth, Low Income, who scored a 3 or 4 on the CAASPP for ELA and math through the implementation of the CA State Standards by providing during, before, and after school interventions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Site will provide after school Intervention to increase the number of students who scored a 3 or 4 on the CAASPP for ELA and Math. (TIPS support)	August 2020 - June 2021	Principal Teachers	After school Intervention Hourly	1000-1999: Certificated Personnel Salaries	Title I	6000
				3000-3999: Employee Benefits	Title I	0
b. Teachers will instruct students daily with the implementation of the CA State Standards and when students are not making progress, those students will be referred to after school Intervention. (TIPs)	August 2020 - June 2021	Principal Teachers Tech TOSA	PDT -No cost			0

c. Extra Hours for Teachers. Teachers will meet every 6 - 8 weeks to formally monitor students/groups and design differentiated instructional opportunities to meet students' academic needs. Provide Substitute Teachers (18 Teacher subs, 3 times per year).	August 2020 - June 2021	Principal Teachers	Substitute Teachers (18 Teacher subs, 3 times per year)	1000-1999: Certificated Personnel Salaries	Title I	6750.00
d. Provide SSUSD Bus transportation for after school Intervention as needed. *NOTE: Not currently allowed due to Covid-19 pandemic.	August 2020 - June 2021	Principal Teachers	Bus transportation for after school Intervention	5000-5999: Services And Other Operating Expenditures	Title I	6000
e. Provide targeted AFTER SCHOOL Intervention February - April for grades 3-6 in ELA and Math	August 2020 - June 2021	Principal Teachers	See Goal 2 Strategy 6 Action a			0
f. Teachers will systematically provide differentiated daily lessons by integrating the Depth and Complexity Framework	August 2020 - June 2021	Principal Teachers	No Cost - PDT			0
g. Coordinate with and provide facilities for the SSUSD ASES program to start on October 12, 2020	August 2020 - June 2021	Principal Teachers	No Cost			0
h. Hire additional staff to run Pathblazer targeting RFEF students to work toward proficiency in ELA and Math.	August 2020 - June 2021	Principal Teachers	See Goal 2 Strategy 6 Action a			0

Strategy:

7. Provide additional instructional minutes to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards, and provide professional development for teachers to support this action.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide Intervention after school to support English proficiency and grade level standards for all students.	August 2020 - June 2021	Principal Teachers	See Goal 2 Strategy 6 Action a			0

b. Provide Professional Development for teachers to deliver an intensive instructional program to unduplicated students to further support their mastery of English proficiency and of grade level standards.	August 2020 - June 2021	Principal Teachers	No cost - PDTs	0
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Strategy:

8. Provide intervention and training to increase Reclassified Fully English Proficient (RFEP) numbers from previous year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Teachers will provide a minimum of 30 minutes of Dedicated ELD instruction daily.	August 2020 - June 2021	Principal Teachers	No cost			0
b. Teachers will Integrate the ELD Standards with the ELA Standards daily.	August 2020 - June 2021	Principal Teachers	No cost			0
c. Teachers will Monitor and analyze long-term EL student progress, focusing on improving instruction to provide increased growth in academic ELD.	August 2020 - June 2021	Principal Teachers	No cost			0
d. Teachers will Collaborate to identify student candidates for ASES, Academies, after school Intervention	August 2020 - June 2021	Principal Teachers	No Cost -PDTs			0

Strategy:

9. Utilize EL Program Coordinator to support ELs and ELD instruction and to monitor and supervise ELPAC Assessment; and, ELAC and DELAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

a. In support of Classroom Teacher and School Administrator utilize an EL instructional aide (Instructional Aide - Bilingual) to work closely with the EL Program Coordinator to assist EL's in classrooms, support classroom instruction, monitor EL paperwork, translate and act as a liaison reaching out to second language families in our school community.	August 2020 - June 2021	Principal Teachers EL Coordinator	Instructional Assistant, Bilingual 3 hours day	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	13037.57 4011.79
b. Utilize the EL Program Coordinator to support ELs and ELD instruction and to monitor and supervise ELPAC Assessment and DELAC.	August 2020 - June 2021	Principal Teachers	No cost			0
c. Monitor EL progress on the ELD Matrix to increase the percentage of students making at least one year's growth as measured on the ELPAC.	August 2020 - June 2021	Principal Teachers	No cost - PDTs			0
d. Teachers will observe the District English Learner Coordinator in their classroom.	August 2020 - June 2021	Principal Teachers	Teacher hourly	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	0 0

Strategy:

10. Provide substitutes to release teachers with the implementation of the Summative English Language Proficiency Assessment for California (ELPAC).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Train certificated staff to administer English Language Proficiency Assessments for California (ELPAC).	August 2020 - June 2021	Principal Teachers	No Cost - District Paid			0

b. Provide a schedule for administration of the ELPAC to all EL Students.	August 2020 - June 2021	Principal Teachers TOSA	No Cost	0
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Strategy:

11. Provide trained staff to administer the Initial English Language Proficiency Assessment for California (ELPAC)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Hire substitutes during ELPAC testing	August 2020 - June 2021	Principal Teachers	No cost -District Paid			0

Strategy:

12. Teachers on Special Assignment (TOSA) at the school site level provide instruction, support and/or intervention in core subjects.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Inform teachers about the TOSAs	August 2020 - June 2021	Principal Teachers El Coordinator	No cost			0

Strategy:

13. Provide outside of the school year intervention and enrichment opportunities (e.g. Academies during summer and winter breaks for students, especially Low Income, English Learners, and Foster Youth; Summer AR Reading Program, Curriculum Correspondence Program, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Teachers will Monitor student data to provide candidate lists for Academies	August 2020 - June 2021	Principal Teachers	No cost - PDTs			0

b. Distribute, monitor, collect student invitations for Academies	August 2020 - June 2021	Principal Teachers	No Cost	0
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Strategy:

14. Continue articulation with Wm. S. Hart Union District to support students transitioning to the junior high school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Administer the 7th grade Hart Math placement test to our current 6th graders.	April 2021 - June 2021	Principal Teachers	No Cost			0
b. Participate in articulation meetings, including IEP Matriculation meetings to prepare students for a successful transition to Middle School/ Junior High School.	August 2020 - June 2021	Principal Teachers	No Cost			0

Strategy:

15. Assistant Principals will be provided professional development in order to provide targeted support to unduplicated students. However, Mint Canyon does not have an Assistant Principal assigned to our site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Hire substitute to cover for Administrative Designees as needed. Extra hours pay as needed.	August 2020 - June 2021	Principal Teachers TOSA	Admin Designee Subs/ 15 days	1000-1999: Certificated Personnel Salaries	LCFF-Base	0
				3000-3999: Employee Benefits	LCFF-Base	0
			Admin Designee Hourly/ 10 hours	1000-1999: Certificated Personnel Salaries	LCFF-Base	0
				3000-3999: Employee Benefits	LCFF-Base	0

Strategy:

16. Provide schools Teachers on Special Assignment (TOSAs) that will provide coaching and intervention support for teachers to support students who are at risk.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Inform and encourage teachers about the opportunity to participate in Instructional Support Coaching Cycles	August 2020 - June 2021	Principal Teachers	No Cost			0
b. Extra Hourly pay for teachers beyond their work day when meeting/collaborating with a District TOSA during a Coaching Cycle.	August 2020 - June 2021	Principal Teachers	Teacher hourly	1000-1999: Certificated Personnel Salaries	LCFF-Base	400
				3000-3999: Employee Benefits	LCFF-Base	85.08

Strategy:

17. Purchase materials and resources to support the implementation of the Next Generation Science Standards (NGS)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase additional Science and NGSS supplies, materials, technology and robotics to support Instruction. (Science Lab, Garden, LEGO WeDO, SPHERO, etc.)	August 2020 - June 2021	Principal Teachers	NGSS / Science purchases	4000-4999: Books And Supplies	Title I	0
b. Grades K-5 will implement Mystery Science and Grade 6 will implement Discovery Science provided by the District.	August 2020 - June 2021	Principal Teachers	No Cost			0

Strategy:

18. Implement and purchase materials to support the visual and performing arts (VAPA) plan which focuses on arts integration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide teachers the information on the opportunity to participate in the Kennedy Arts Center Professional Development. *NOTE: If offered during Covid-19 pandemic.	August 2020 - June 2021	Principal Teachers	No cost			0
b. Host Kennedy Arts Center Professional Development	August 2020 - June 2021	Principal Teachers	No cost			0
c. Purchase resources for VAPA (Visual And Performing Arts) lessons, ensuring equitable access for all high priority students.	August 2020 - June 2021	Principal Teachers	COC PAC Assemblies	5000-5999: Services And Other Operating Expenditures	Title I	0
d. Purchase resources for VAPA (Visual And Performing Arts) lessons, ensuring equitable access for all high priority students. (6th Grade Hip Hop Dance)	August 2020 - June 2021	Principal Teachers	COC PAC 6th grade Hip Hop Dance	5000-5999: Services And Other Operating Expenditures	Title I	0
e. Provide visual and performing arts program though Cultivating Creative Minds (likely not able to have for 2020-21 school year).	August 2020 - June 2021	Principal Teachers	Fine Arts Thursday CCM	5000-5999: Services And Other Operating Expenditures	Title I	0
f. Implement the Arts for All Grant grades 2-6	August 2020 - June 2021	Principal Teachers	Classified Support for Combo classes	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF-Supplemental/Concentration LCFF-Supplemental/Concentration	0 0
g. Purchase materials and supplies for Fine Arts, Music, Theater; and, Chorus teachers/instruction (likely not able to have for 2020-21 school year).	August 2020 - June 2021	Principal Teachers	Fine Arts/VAPA Materials	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	0

h. Provide after school chorus with a credentialed Music Teacher through CCM (? likely not able to have for 2020-21 school year due to Covid-19 pandemic.	August 2020 - June 2021	Principal Teachers	Chorus Teacher CCM	5000-5999: Services And Other Operating Expenditures	Title I	0
i. Provide piano tuning 1x year (DO covers 1 @ \$150) Site = \$150 PO #	August 2020 - June 2021	Principal Teachers	Yearly Piano tuning	5000-5999: Services And Other Operating Expenditures	LCFF-Base	0

Strategy:

19. Students participate in a minimum of 200 minutes of physical education every two weeks, and supplies are purchased as needed to support students' physical educational programs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase Physical Fitness materials/equipment and Awards for TK-6 grade students.	August 2020 - June 2021	Principal Teachers	Physical Fitness equipment & incentives	4000-4999: Books And Supplies	LCFF-Base	200
b. TK and Kindergarten students will implement fine and gross motor activities in their daily lessons.	August 2020 - June 2021	Principal Teachers	No Cost			0
c. 1st-6th grade teachers will include a minimum of 200 minutes of P.E. every two weeks in their lesson plans	August 2020 - June 2021	Principal Teachers	No Cost			0
d. Organize end of year PE Awards Ceremony.	August 2020 - June 2021	Principal Teachers	No Cost			0
e. Organize annual Jog-A-Thon with PE centered school-wide activities. *NOTE: If Covid-19 pandemic school closures are lifted.	August 2020 - June 2021	Principal Teachers MC PTA	No Cost			0

Strategy:

20. Purchase technology and equipment to support the basic program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase additional, and upgrade and replace additional and supplemental technology equipment, materials and supplies as needed to support instruction. (including iPads/ Chromebooks/ and Laptops)	August 2020 - June 2021	Principal Teachers	Technology Purchases, upgrades and replacement	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	0
				4000-4999: Books And Supplies	Title I	0
b. Repair and provide maintenance to technology as needed to support instruction	August 2020 - June 2021	Principal Teachers	Technology repairs/maintenance	5000-5999: Services And Other Operating Expenditures	LCFF-Base	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Strategy:

21. Purchase devices and provide training to staff to support unduplicated students to accessing supplementary materials using technology.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Purchase, upgrade and replace technology equipment, materials and supplies as needed to support instruction.	August 2020 - June 2021	Principal Teachers	See Goal 2 Strategy 21 Action a			0
b. Repair and provide maintenance to technology as needed to support instruction	August 2020 - June 2021	Principal Teachers	See Goal 2 Strategy 21 Action b			0
c. Purchase Chrome Book Cart to improve student access to technology	August 2020 - June 2021	Principal Teachers	Instructional Technology Chromebooks and Cart	4000-4999: Books And Supplies	Title I	0

d. Provide additional PD to implement online applications	August 2020 - June 2021	Principal Teachers	No Cost	0
e. Utilize the Tech TOSA to provide training to staff on devices, software and supplementary materials using technology for unduplicated students.	August 2020 - June 2021	Principal Teachers	No Cost	0

Strategy:

22. Provide Computer Lab Assistant, as well as, supplemental materials at all sites to support unduplicated students' skills to meet grade level standards and provide them training.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Support the Computer Lab Specialist to provide teachers the resources they need for quality instruction.	August 2020 - June 2021	Principal Teachers	No cost/ District pays			0
b. Principal will create computer lab schedule to provide access for each classroom. *NOTE: If Covid-19 pandemic school closures are lifted.	August 2020 - June 2021	Principal Teachers	No Cost			0
c. Site will provide additional computer lab hours for support of the instructional program and all students including unduplicated.	August 2020 - June 2021	Principal Teachers	Computer Lab Classified hours	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	0
				3000-3999: Employee Benefits	LCFF-Supplemental/Concentration	0
d. Teachers will implement the district's keyboarding program and technology standards, ensuring equitable success for all high priority students.	August 2020 - June 2021	Principal Teachers	No Cost			0

Strategy:

23. Maintain one Technology TOSA to support technology integration in all content areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Inform teachers about the Technology TOSA and invite the TOSA to present Instructional Technology lessons and applications to teachers during PDT, and during regular-day classroom instructional time to coach and model.	August 2020 - June 2021	Principal Teachers	No Cost			0
b. Teachers will participate in a 1-day District-provided technology training.	August 2020 - June 2021	Principal Teachers	No cost			0

Strategy:

24. Maintain full day transitional kindergarten at all sites to provide access to strong early childhood programs that will strengthen students' social and academic skills, especially for unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Transitional Kindergarten will utilize Benchmark Universe's "Ready To Advance" curriculum.	August 2020 - June 2021	Principal Teachers	No Cost			0
b. Support one Tuesday a month of District-wide TK collaboration.	August 2020 - June 2021	Principal Teachers	No Cost			0
c. Provide a Student/Family/Parent Kindergarten Orientation Night in the Spring to inform families of the full day transitional kindergarten	August 2020 - June 2021	Principal Teachers	Goal 3 Strategy 10 Action b			0

d. Provide a Student/Family/Parent TK & K "Meet The Teacher Event" the night before school starts.*NOTE: reinstitute after Covid-19 pandemic ends.	August 2020 - June 2021	Principal Teachers	Goal 3 Strategy 10 Action c	0
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Strategy:

25. Director of Curriculum and Instruction to support student achievement for all students, especially unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Work together with the Director of Curriculum and Instruction to support student achievement	August 2020 - June 2021	Principal Teachers	No Cost			0

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Family and Community Engagement and Involvement
LEA GOAL:
Parents and community
LCAP GOAL:
All families and the broader community are welcomed and are invited to be partners in supporting the whole child.
SCHOOL GOAL #3:
All families and the broader community are welcomed and are partners in supporting the whole child.
Data Used to Form this Goal:
Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, LCAP survey
Findings from the Analysis of this Data:
100% of parents reported feeling welcomed, 94% of parents reported being satisfied with their child's learning experience, 82% of parents felt that they were provided opportunities to participate in the decision making of their child's educational program, etc.
How the School will Evaluate the Progress of this Goal:
Monitor Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, Family Resource Fair

Strategy:
1. Increase online communication for parents and broader community through the use of the District and Sites' websites.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

a. Maintain and update school and teacher websites to increase on-line communication for parents and community through the use of both District and school websites and "Google Meet" or "Zoom."	August 2020 - June 2021	Principal Teachers	No cost	0
b. Provide parent training on accessing District and Site websites and resources attached to them such as ELAC, PTA, and BTSN	August 2020 - June 2021	Principal Teachers	No cost	0

Strategy:

2. Increase efforts to promote parental engagement through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. All parents will have at least monthly communication with teachers and/or schools (Ex. Mint Canyon Monday Messages - "Parent Square," flyers, notes home, phone calls, etc.) and all communication will be translated.	August 2020 - June 2021	Principal Teachers	See Goal 3 Strategy 2 b			0
b. Utilize a Bilingual I.A. to be a liaison in the office for 45 minutes (.75 hr) a day to facilitate communication and build positive relationships with parents. Make daily attendance calls and assist parents with training, log-in and use of available technology for parent use.	August 2020 - June 2021	Principal Teachers	Office bilingual assistance for Attendance and Parent communication 45 mins. (.75 hr) day	2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	3423.00
				3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	1053.29
			Office Assistant Extra Hours	2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	1846.00
				3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	158.76

c. Present relevant school and community information at PTA, SSC and ELAC meetings.	August 2020 - June 2021	Principal Teachers	No Cost			0
d. All 4th-6th grade students will be provided a Binder Reminder notebook.	August 2020 - June 2021	Principal Teachers	No Cost- District Paid			0
e. Provide materials, supplies, light snacks, water and soda as needed for parent workshops and meetings.	August 2020 - June 2021	Principal Teachers Business Dept	Light Snacks, water for parent involvement. Stater Bros PO #	4000-4999: Books And Supplies	Title I	0
f. Maintain active participation on the School Site Council	August 2020 - June 2021	Principal Teachers	See Goal 2 Strategy 4 Action f			0
g. Provide Parent Education to new and returning families on how to access the Parent Portal, "Parent Square," Sign Up Genius, student passwords to District Provided technology resources, the LCAP Parent Survey, and provide a Family Literacy Night, etc.	August 2020 - June 2021	Principal Teachers	Parent Ed Certificated Hourly pay	1000-1999: Certificated Personnel Salaries	Title I	0
				2000-2999: Classified Personnel Salaries	Title I	0
h. Provide childcare to support parent engagement at Parent Education Sessions, evening ELAC meetings, etc.	August 2020 - June 2021	Principal Teachers	Child Care Classified Salary	2000-2999: Classified Personnel Salaries	Title I	0
				3000-3999: Employee Benefits	Title I	0
i. Hold a Parent Volunteer Appreciation event at the end of the year called the "Volunteer Appreciation Tea". Decorations, snacks, water and a "Thank you!" card.	August 2020 - June 2021	Principal Teachers	Volunteer Appreciation Event See Goal 3 Strategy 2 e			0

Strategy:

3. Continue to provide translation services to families as needed, including maintaining Translator at the District level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

a. Utilize the District Translator when needed.	August 2020 - June 2021	Principal	No Cost - District Paid	0		
b. Hire translators for Parent Conferences, Parent Ed, ELAC, IEPs, SST's, SART/DART, SSC and to translate school correspondence such as Report Cards, fliers, documents, etc.	August 2019 - June 2020	Principal Teachers	Translators for Parent Ed, IEPs, Conferences, fliers, documents, etc.	2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	0
			Benefits	3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	0
			Translators for Parent Ed, IEPs, Conferences, fliers, documents, etc.	2000-2999: Classified Personnel Salaries	LCFF-Base	21.50
			Benefits	3000-3999: Employee Benefits	LCFF-Base	0

Strategy:

4. Increase parent participation at District wide events (i.e. Estrella Awards, STEAM Expo, GATE, Parent Nights, District GATE Night, DELAC, and Young Authors, Coffee with Superintendent, District Conference, School Site Council and ELAC Summits, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Send District invitations in both English and Spanish to parents for events such as Super Achievers Celebrations, Estrella Awards, STEAM Expo, GATE Parent Nights, DELAC and Young Authors Conference.	August 2020 - June 2021	Principal Teachers	No Cost			0
b. Include District events in weekly "Parent Square" messages	August 2020 - June 2021	Principal Teachers	No Cost			0
c. When needed, call parents individually to invite them to important events.	August 2020 - June 2021	Principal Teachers	No Cost			0

Strategy:

5. Sites' SSCs and ELACs will provide support and input in the schools' and District's plans (i.e. Single Plan for Student Achievement (SPSA),

School Safety Plans, LCAP, etc.).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Meet with parent groups to solicit input and feedback on District and School plans. (PTA, SSC, & ELAC)	August 2020 - June 2021	Principal Teachers	No cost			0
b. Provide regular scheduled SSC and ELAC meetings to both solicit input and present important information about school plans.	August 2020 - June 2021	Principal	No cost			0

Strategy:

6. New Families to the District of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at all school sites and the DO. Families that have been in the District will continue to receive updates and supports as needed to access their child’s information through Aeries.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide Parent Education to new and returning families on how to access the AERIES Parent Portal, Focus at beginning of year at Back To School Night (or other format due to possible restricted reopening in 2020-21 due to COVID-19.	August 2020 - June 2021	Principal	See Goal 3 Strategy 2 g			0
b. Provide access to school technology (computers, Chromebooks and iPads) before, during and after school for parents to train and utilize resources.	August 2020 - June 2021	Principal	See Goal 3 Strategy 2 b			0

Strategy:

7. Maintain an English Learner Program Coordinator to support English Learner parents and provide after school parent workshops such as Spanish Literacy Nights etc.

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Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Utilize the English Learner Program Coordinator for trainings at parent events such as Parent Education Nights and ELAC meetings on topics relevant to their children's educational needs.	August 2020 - June 2021	Principal Teachers	No Cost			0

Strategy:

8. Invite Hart District feeder schools to collaborate with families in preparation for a successful Junior High School and High School transitions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. 6th Grade students will participate in the spring field trip to their Junior High feeder school - Sierra Vista JHS	August 2020 - June 2021	Principal	No cost			0
b. Invite Hart feeder schools to collaborate with families at school events such as Open House, PTA meetings, etc.	August 2020 - June 2021	Principal	No cost			0
c. Participate in articulation meetings, including IEP Matriculation meetings, to prepare students for a successful transition to Junior High School.	August 2020 - June 2021	Principal	No cost			0

Strategy:

9. Continue to provide a Student and Family Wellness Collaborative that engages community, staff and parents to provide children and families with services in and out of school, as well as, partner with William S. Hart School District to plan and host a Family Resource Fair.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Inform parents in English and Spanish in multiple forms of media about the Many Families, One Community Wellness event.	August 2020 - June 2021	Principal Teachers	No cost			0

Strategy:

10. District Staff will purchase materials to support new parent orientation meetings with Principals to welcome our new families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. District Staff will purchase materials to support new parent orientation meetings with Principals to welcome our new families.	August 2020 - June 2021	Principal Teachers	No cost			0
b. Provide a Student/Family/Parent Kindergarten Orientation Night event in the Spring to inform families of the full day transitional kindergarten	August 2020 - June 2021	Principal Teachers	K Orientation: 3 teachers @ 2.5 hours/7.5 @\$36 X 2 events	1000-1999: Certificated Personnel Salaries	Title I	0
				3000-3999: Employee Benefits	Title I	0
c. Provide a Student/Family/Parent TK & K "Meet The Teacher Event" the night before school starts.	August 2020 - June 2021	Principal Teachers	K Meet The Teacher: 3 teachers @ 1.5 hours/4.5 @\$36	1000-1999: Certificated Personnel Salaries		0
				3000-3999: Employee Benefits		0
d. Site will purchase additional materials, supplies or food treats for the New Family events such as New Family Night, Kindergarten Orientation and Meet the Teacher Night.	August 2020 - June 2021	Principal Teachers	See Goal 3 Strategy 2 Action e			0

e. K teachers will assess incoming K students before school starts. *Likely to not happen for 2020-21 due to restricted reopening due to COVID-19.	August 2020 - June 2021	Principal Teachers	No Cost this year	0
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Strategy:

11. Provide new parent orientation meetings with District Staff to welcome our new families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Coordinate New Families Open House	August 2020 - June 2021	Principal Teachers	No cost			0
b. Organize an incoming TK and Kindergarten parent meeting/orientation for new families (Fall & Spring)	August 2020 - June 2021	Principal Teachers	See Goal 3 Strategy 10 Action b			0

Strategy:

12. With the support of our families, continue to offer the Accelerated Reading Summer Program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Distribute, monitor, collect student correspondence from Summer AR Program.	August 2020 - June 2021	Principal Teachers	No cost			0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Supporting the whole child
LEA GOAL:
Effective teaching and administration
LCAP GOAL:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
SCHOOL GOAL #4:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. All students, including low income, English Learners, and Foster Youth, will be provided a safe, and healthy learning environment to achieve social, emotional, and academic success. The number of office referrals will decrease by 10%. The number of suspensions will continue to be very low - below 3% overall.
Data Used to Form this Goal:
California Healthy Kid Survey, LCAP survey, Discipline reports, Attendance reports
Findings from the Analysis of this Data:
On the California Healthy Kids Survey, when students were asked if they feel teachers and other grown-ups at school want you to do your best? 93% of 5th Graders said “Yes, all the time” and 85% of 6th graders replied yes, most/all the time. When asked if they feel proud to belong to your school? 81% of 5th graders replied most/all the time and 68% of 6th graders replied most/all the time. When asked if they feel teachers and other grown-ups at school treat students with respect? 86% of 5th graders felt most/all the time and 61% of 6th graders felt most/all the time.
How the School will Evaluate the Progress of this Goal:
Monitor discipline records, counseling attendance, Office Referrals, Suspensions, Caught Being Good forms, Staff and student injuries; , conduct surveys

Strategy:
1. Increase students reporting positive relationships and safety

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Utilize Character Counts to foster positive relationships and provide Expectations Assembly 2 times a year.	August 2020 - June 2021	Principal Teachers	No cost			0
b. Administer the California Healthy Kids Survey (CHKS) to 5th grade students; and all students K-6 will complete the Student LCAP Survey.	August 2020 - June 2021	Principal	No Cost			0
c. Hold monthly Award Assemblies to recognize students social, emotional , and academic (Math, ELA, ELD, Social Studies, Science) success. As allowed by Dept of Public Health	August 2020 - June 2021	Principal	No Cost			0
d. Hire custodian as needed for safety and health related additional hours. (4 hour events and/or hourly as needed). Events include: MC PTA's Chili Cook Off/ Corn Shucking/ Movie Night/ ...	August 2020 - June 2021	Principal	Health/Safety Custodial Extra Hours \$47hrX4=\$188/5 events	2000-2999: Classified Personnel Salaries	LCFF-Base	500
				3000-3999: Employee Benefits	LCFF-Base	43.70

Strategy:

2. Provide teacher collaboration time to identify students at risk, as well as, implement the Multi-Tiered System of Supports at school sites to monitor students, especially English Learners, Low Income and Foster Youth.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Hire subs for release time for initial Tier I data analysis of SBA data and STAR Reading data to identify students at risk in the areas of reading and math and counseling referrals	August 2020 - June 2021	Principal Teachers	No cost			0

b. Hold regular Instructional Leadership Team Meetings	August 2020 - June 2021	Principal Teachers	See Goal 2 Strategy 4 Action f	0
c. Hold additional Tier Meetings with teachers to identify students whose behavior require a Tier/SST meeting to address needs of targeted students.	August 2020 - June 2021	Principal Teachers	Subs for Tier/SST Meetings 1000-1999: Title I Certificated Personnel Salaries 3000-3999: Title I Employee Benefits	800 170.16
d. Provide teachers collaboration time to identify students at risk in the area of social emotional (and academics).	August 2020 - June 2021	Principal Teachers	No Cost PDT Time	0
e. Review, update, and implement the Multi-tiered System and Supports at school site, ensuring equitable access for all high priority students.	August 2020 - June 2021	Principal Teachers	No cost - PDT time	0

Strategy:

3. Increase small group counseling by providing services for all students, including English Learners, Low Income, and Foster Youth, opportunities for identified students to support their social/emotional and academic success in school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide small group site based counseling for identified students to support their social, emotional and academic success in school.	August 2020 - June 2021	Principal Teachers	Counseling Services (SBC)	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental/Concentration	3000.00
b. Provide teachers with referral process paperwork for counseling and SST process (documented in Aeries).	August 2020 - June 2021	Principal Teachers	No cost			0
c. Continue to Provide Designated Instructional Services (DIS) counseling and E.R.I.C.s referrals for students.	August 2020 - June 2021	Principal Teachers	No cost			0

Strategy:

4. Maintain the behavioral intervention specialist and behavioral intervention assistants at the District level to support students, especially Low Income, Foster Youth, and English Learners, in regular and special education classes to support student connectedness and access to the core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Utilize District Behavior Specialist	August 2020 - June 2021	Principal Teachers	No Cost			0

Strategy:

5. Show an increase of parent satisfaction in regards to school safety and climate as reflected on the LCAP Parent Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide opportunities and encouragement for parents to complete the LCAP Parent Survey using iPads and Chromebooks.	August 2020 - June 2021	Principal Teachers Psychologist	No cost			0

Strategy:

6. Support schools with implementing positive academic and behavior programs (i.e. Character Counts, Capturing Kids’ Hearts, AR Incentive Programs, spirit assemblies, etc.) that promote student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

<p>a. Establish a school-wide discipline policy and process focused on CHARACTER COUNTS to be promoted and taught in all classrooms. Provide staff development opportunities in CHARACTER COUNTS and Personal Standards for positive behavioral interventions.</p>	<p>August 2020 - June 2021</p>	<p>Principal Teachers Psychologist</p>	<p>See Goal 2 Strategy 1 Action b</p> <p style="text-align: right;">0</p>			
<p>b. Purchase prizes for GOOD BEHAVIOR and the Caught Being Good program. Students who demonstrate CHARACTER COUNTS characteristics will be awarded a "Caught Being Good Slip" and every Friday is a drawing for a prize and their name is read on the daily announcements of the Road Runner Network. Also, 5 names will be drawn at each Awards Assembly. (pencils & foam fingers)</p>	<p>August 2020 - June 2021</p>	<p>Principal Teachers</p>	<p>Behavior incentives: Pencils & Foam Fingers</p>	<p>4000-4999: Books And Supplies</p>	<p>LCFF- Supplemental/Conce ntration</p>	<p style="text-align: right;">100</p>
<p>c. Promote READING and implement Accelerated Reader and purchase incentives for students who reach their AR Reading goal. Each trimester students will get an AR Celebration and 15 extra minutes of play time on the day of the celebration. (3 times a year, 15 minutes extra hourly pay to noon supervisors.)</p>	<p>August 2020 - June 2021</p>	<p>Principal Teachers</p>	<p>Reading awards & incentives wrist bands and SCVFSA PO #, & individual trophies _____ _____ Donut Awards Po # _____ Noon Sup hourly Goal 1 Strategy 6 Action c</p> <p>Teacher Extra-Duty hours (for teachers to tabulate results)</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF- Supplemental/Conce ntration</p> <p>Title I</p>	<p style="text-align: right;">1800</p> <p style="text-align: right;">500</p>

d. Implement a positive behavior incentive for the CAFETERIA to foster positive relationships and provide 15 extra minutes of lunch recess for all classes who earn 90% of possible stars for the month. (8 times a year, 15 minutes extra hourly pay to noon supervisors.)	August 2020 - June 2021	Principal Teachers	Cafeteria Behavior Incentive See Goal 1 Strategy 6 Action c	0
e. Provide Digital Citizenship training for students as outlined in the Social Media Board Policy to keep everyone safe while on-line.	August 2020 - June 2021	Principal Teachers	No Cost	0
f. 4th - 6th graders will participate in the Santa Clarita Valley DFY Program and 6th grade students will participate in Tobacco Use Prevention Education (TUPE)	August 2020 - June 2021	Principal Teachers	No Cost	0
g. Provide Student Service Learning Opportunities such as Student Council, Spirit Squad, Valet Lane Chaperone, peer mentors, Yearbook, and classroom volunteers. Purchase pins to be awarded at monthly award assemblies and an end of year celebration.	August 2020 - June 2021	Principal Teachers	Student Service pins	0
h. Recognize classroom Keyboarding progress with a gold keyboard trophy	August 2020 - June 2021	Principal Teachers	No Cost	0
i. Increase parent involvement by Inviting parents to all student celebration events.	August 2020 - June 2021	Principal Teachers	Decorations and Refreshments	4000-4999: Books And Supplies LCFF- Supplemental/Concentration 100.00

Strategy:

7. Continue to support unduplicated count by having LVNs at school sites to support the health of students, especially Low Income, Foster Youth, and English Learners, in need.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

a. Work with the District nurse on ensuring all teachers, front staff, noon supervisors, and administrators are familiar with students with Health Plans.	August 2020 - June 2021	Principal Teachers	No cost			0
b. Provide additional first aid items to support all students who visit the Health Office	August 2020 - June 2021	Principal Teachers	Health Office and First Aid Supplies	4000-4999: Books And Supplies	LCFF-Base	400
c. Provide Extra Hourly salary for health office personnel as needed to support students and the LVN for student health and safety.	August 2020 - June 2021	Principal Teachers	Classified Hourly Health Office	2000-2999: Classified Personnel Salaries	LCFF-Base	2200.00
				3000-3999: Employee Benefits	LCFF-Base	189.20

Strategy:

8. Hire school social worker to provide comprehensive services to parents, students and staff addressing barriers that limit a student from receiving full benefit from their education experience, as well as, provide additional professional development for the social worker to support students, especially Low Income, Foster Youth, and English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
a. Provide information to parents about resources available to them through the District's social worker to support students and families.	August 2020 - June 2021	Principal Teachers	No cost - District paid			0
b. Utilize the District's Social Worker when needed.	August 2020 - June 2021	Principal Teachers	No cost- District Paid			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: N/A
LEA GOAL:
LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Engagement and Involvement
SCHOOL GOAL #1:
See SPSA Goal #1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Adobe	August 2020 to June 2021	Educational Services	Creative Suites Annual License	5000-5999: Services And Other Operating Expenditures	LCFF-Base	36
Provide Companion Corp - Alexandria (Libraries)	August 2020 to June 2021	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	636
Provide Document Tracker	August 2020 to June 2021	Educational Services	SPSA, School Safety Plans, LEA Plan Templates	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental/Concentration	493
Provide ETS (CA Tech. Assist.)	August 2020 to June 2021	Educational Services	PreID Labels & Parent/Guardian addresses on test results	4000-4999: Books And Supplies	LCFF-Base	81
Provide File Maker Pro	August 2020 to June 2021	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	49
Provide SHI	August 2020 to June 2021	Educational Services	Updating Microsoft Office	5000-5999: Services And Other Operating Expenditures	LCFF-Base	992
Provide Smart Notebook	August 2020 to June 2021	Educational Services	Digital Tool	4000-4999: Books And Supplies	LCFF-Base	860
Provide E-School Solutions	August 2020 to June 2021	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	838

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide AERIES	August 2020 to June 2021	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2,975
Provide Student Supervision During Lunch	August 2020 to June 2021	Principal		2000-2999: Classified Personnel Salaries		46,375
				3000-3999: Employee Benefits		4,007
Provide Copy Machines	August 2020 to June 2021	Business Department		5000-5999: Services And Other Operating Expenditures		23,900

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Achievement
SCHOOL GOAL #2:
See SPSA Goal #2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide online data tool for assessment: Illuminate	August 2020 to June 2021	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	4,202
Provide Key Data	August 2020 to June 2021	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	1,635
Provide Tech TOSA Support	August 2020 to June 2021	Educational Services, Tech TOSA, Principal	Tech TOSA Support	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	8000
Provide supplementary digital materials: Imagine Learning	August 2020 to June 2021	Educational Services Principals	Site License	4000-4999: Books And Supplies	Title I	40,000
Provide Library Technician	August 2020 to June 2021	Educational Services	Library Resource Technician Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	14623
Provide Computer Lab Specialist	August 2020 to June 2021	Educational Services Principal	Computer Lab Specialist Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	12799
Provide Renaissance Place	August 2020 to June 2021	Educational Services	STAR Reading, Accelerated Reading, STAR Math	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	5,949
Provide District Instructional Support TOSA	August 2020 to June 2021	Educational Services	Two Instructional Support TOSAs	1000-1999: Certificated Personnel Salaries	Title I	17,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Family and Community Engagement and Involvement
SCHOOL GOAL #3:
See SPSA Goal #3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide Survey Monkey	August 2020 to June 2021	Educational Services	Variety of Surveys	4000-4999: Books And Supplies	LCFF-Base	26
Provide "Parent Square" phone communication tool	August 2020 to June 2021	Technology Department	Subscription to Blackboard Connect	5000-5999: Services And Other Operating Expenditures	LCFF-Base	1,833

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Supporting the Whole Child
SCHOOL GOAL #4:
See SPSA Goal #4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Aeries - SST	August 2020 to June 2021	Special Education	San Joaquin County Office of Education Online Student Monitoring system	5000-5999: Services And Other Operating Expenditures	LCFF-Base	807
Provide Social Worker	August 2020 to June 2021	Special Education	Social worker to provide comprehensive services to parents, students and staff addressing barriers that limit students. Especially low income, foster youth and English learners.	5000-5999: Services And Other Operating Expenditures	LCFF-Base	10,030

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:
N/A

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
LCFF-Base	43236	9,250.06
LCFF- Supplemental/Concentration	30720	-2,731.94
Title I	86327	7,198.00
PTA	0	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	0.00
LCFF- Supplemental/Concentration	33,451.94
LCFF-Base	33,985.94
Misc. Grants	4,851.00
Title I	79,129.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	20,329.44
2000-2999: Classified Personnel Salaries	28,651.78
3000-3999: Employee Benefits	7,236.66
4000-4999: Books And Supplies	83,200.00
5000-5999: Services And Other Operating Expenditures	12,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries		0.00
3000-3999: Employee Benefits		0.00
4000-4999: Books And Supplies		0.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	2,629.44
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	5,269.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	1,462.11
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	21,091.39
5000-5999: Services And Other Operating	LCFF- Supplemental/Concentration	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	1,650.00
2000-2999: Classified Personnel Salaries	LCFF-Base	10,345.21
3000-3999: Employee Benefits	LCFF-Base	1,167.20
4000-4999: Books And Supplies	LCFF-Base	20,823.53
5000-5999: Services And Other Operating	LCFF-Base	0.00
4000-4999: Books And Supplies	Misc. Grants	4,851.00
5000-5999: Services And Other Operating	PTA	0.00
1000-1999: Certificated Personnel Salaries	Title I	16,050.00
2000-2999: Classified Personnel Salaries	Title I	13,037.57
3000-3999: Employee Benefits	Title I	4,607.35
4000-4999: Books And Supplies	Title I	36,434.08
5000-5999: Services And Other Operating	Title I	9,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,457.93
Goal 2	95,654.34
Goal 3	6,502.55
Goal 4	9,803.06

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)
Mint Canyon is working to nominate and elect two parent representatives to our SSC for 2020-21.

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Drew, Principal	X				
Marisela Rojas, Parent				X	
Veronica Alzaga, Parent				X	
??? To Be Nominated/Elected, Parent				X	
??? To Be Nominated/Elected, Parent				X	
Roxana Torres, Parent				X	
Debbie Denault, Teacher		X			
Linda Yauch, Teacher		X			
Jennifer Borges, Teacher		X			
Leann Dredd, Classified Staff			X		
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Mint Canyon Instructional Leadership Team/ Teacher Representative

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/14/2020.

Attested:

Mr. Rick Drew

Typed Name of School Principal

Signature of School Principal

Date

Mrs. Veronica Vargas

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan 1 Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

<input type="checkbox"/>	State Compensatory Education Advisory Committee	_____
<input checked="" type="checkbox"/>	English Learner Advisory Committee	_____ <i>[Signature]</i> _____
<input type="checkbox"/>	Special Education Advisory Committee	_____
<input type="checkbox"/>	Gifted and Talented Education Program Advisory Committee	_____
<input type="checkbox"/>	District/School Liaison Team for schools in Program Improvement	_____
<input type="checkbox"/>	Compensatory Education Advisory Committee	_____
<input type="checkbox"/>	Departmental Advisory Committee (secondary)	_____
<input checked="" type="checkbox"/>	Other committees established by the school or district (list): Mint Canyon Instructional Leadership Team/ Teacher Representative	_____ <i>[Signature]</i> _____

- 4. The SSC reviewed the content requirements for school plans of programs Included in this SPSA and believes all such content requirements have been met, including those four in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated schc goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on 10/14/2020

Attested:

<p>Mr. Rick Drew _____ Typed Name of School Principal</p>	<p><i>[Signature]</i> _____ Signature of School Principal</p>	<p>10/14/2020 _____ Date</p>
<p>Mrs. Veronica Vargas _____ Typed Name of SSC Chairperson</p>	<p><i>[Signature]</i> _____ Signature of SSC Chairperson</p>	<p>10/15/2020 _____ Date</p>